

VANGUARD

PVMHS VOL.2 NO.3 JANUARY

1975

Opinion...

SUBURBAN BUSING

By Don Vaughan
Managing Editor

Forced busing hasn't worked in Boston and now we need another means of desegregating the Boston Public School system. Governor Dukakis suggests that the suburbs participate in the busing program by integrating Boston students into suburban classrooms.

With the advantages of this busing plan, Peabody should participate in the program.

As suburban students, we'll get new ideas and viewpoints into P.V.M.H.S when Boston residents become a part of our school. Many of us plan to attend college and we'll be better prepared to adjust to the varied student body if, in our high school years, we associate with students from a different background.

Perhaps the facet of this busing plan will sway the school committee is that, at this time, suburban busing is voluntary. If a few school systems participate, next year we may see a forced busing plan placed upon us. If this happens, P.V.M.H.S, located a stone's throw from Route 1 and within commuting distance of Boston, could be a prime site to bus students to.

The school committee should act upon Governor Dukakis's proposal, and act now.

PUBLIC SCHOOL SUSPENSION RIGHTS By Steve Yaskell

On January 22, the Supreme Court ruled 5 to 4 that public school pupils cannot be thrown out of school without first being told of their suspension. Also, school officials must first take the following steps when suspending a student for under ten days; 1. Give the pupil oral or written notice of the charges against him 2. If he denies the charges, furnish "an explanation of the evidence" against him and 3. Give the pupil an opportunity to present his side of the story.

The Supreme Court ruling seems merely to have reinforced the steps of inquiry that have always been pursued by the Unit Directors at our school in some liberal form or another. Suspension, however, can no longer be considered lawful if delivered by the whim of a teacher or unit director whose only reasoning consists of "you're suspended".

The minority justices involved in the court ruling on the 22nd argued sharply against the newly instituted student rights. Consider the plight of the school disciplinarians of schools in Boston or New York, who have to suspend (out of necessity) as many as 20,000 students per year (New York estimates).

Since the majority of suspensions are necessary as they are deserving, I feel that the Supreme Court's decision will have little impact on the way school suspensions are dealt with, whether they are made in Boston or in Peabody.

Vanguard

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Printed by the graphic arts classes under the supervision of Mr. Doe.

...OPEN CAMPUS?

by Bev Griffin

After the protest for an open campus was held on Nov. 8, the branches of school government were utilized to form an acceptable plan for implementing an open campus program. Students protesting outside were requested to send representatives inside to attend a meeting with the Student Council; the Student Advisory Board; officers and homeroom representatives of the Sophomore, Junior, and Senior classes; and Mr. Welch. All proposals made at the meeting were accepted to undergo further study and on Monday, Nov. 11, homeroom period was extended to allow the homeroom representatives a chance to accept additional proposals presented by the students.

Tuesday, during school, homeroom representatives met with their class officers to draft resolutions for an open campus program which were presented to the Student Council on Wednesday. Students met with the Student Advisory Board after school to discuss grievances and present more proposals.

Wednesday, members of the faculty met to set up an Unstructured Time Study Committee. The purpose of the Committee was to analyze the different aspects of an open campus plan and to form guidelines for instituting a program here. The committee was made up of the Student Advisory



(Gershaw photo)

Board, class presidents, three representatives of the Student Council and faculty members. Representatives of the striking students could have attended also. Meetings of the committee were usually held on a weekly basis and, at the meeting, of Jan. 6, the list of proposals was finalized for presentation to the Student Council.

The following are some of the suggestions made by the Unstructured Time Study Committee:

- 1) I.D. cards for all students for their own benefit and to help prevent people who do not belong in the building from entering or causing damage to school property
- 2) a smoking area for students at the rear of the building, boundaries would extend from the edges of the school.
- 3) an area for non-smoking students at the front of

the building.

4) permission to arrive late and to leave early for students who have free periods at the beginning or end of the school day.

It was suggested that the above four proposals be tried by the Senior class to see how they work out and whether the rights should be extended to the Sophomore and Junior classes. Also, the raising of the number of credits needed to graduate to 90 was proposed. A plan whereby one or more studies per period would be utilized for pure studying and the remaining study rooms would allow students the opportunity to socialize was suggested.

The Student Council must now act on the recommendations of the Unstructured Time Study Committee. The Council can use some, all, or none of the proposals

(CONT. ON PAGE 7)

QUALITY OR NOT?

By Diana Fessenden
Class rank has long been a subject of controversy at Peabody School Committee meetings. The dispute concerns the institution of a rank which accounts for the difficulty of courses over the present system which is based solely on a student's grade average. The only factor agreed upon by both the opponents and supporters of a weighted rank in class is that it is a significant element in the total evaluation of a student's application to college.

Presently, the majority of school committee members are resisting a weighted rank in class. Dr. Ireland, Superintendent of Schools, believes, "All programs are supposed to provide opportunity for each student to live up to his full potential. If those programs are successful, it is my opinion that no further distinction is necessary

or desirable". Yet Dr. Ireland does admit there is "the possible exception of advanced standing programs." Another argument against weighted rank in class is that it impairs the student less academically oriented more than it benefits the student of superior ability. Too much emphasis has been placed on the gravity it carries on a student's overall profile.

Proponents of the weighted rank in class feel that "a higher quality of work is demanded of those enrolled in a higher grouping level." School Committee member Walter Roche reasons that, "the brighter students should receive a compensating weight increase to recognize the higher quality of work demanded. It doesn't seem unfair because if both were in the same group the brighter student would receive the higher grade."

Mrs. Margaret McBreen adds, "Higher potential students may not be encouraged or be motivated to enroll in the accelerated courses, preferring the easier course with the knowledge that they will receive equal credit."

She also noted that Peabody has a Class A varsity sports criteria.

The Continuous Curriculum Study Committee, under the direction of Mr. Codair, is currently concerned with this issue. They reviewed all the possibilities and feel that



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(CONT. ON PAGE 5)

("QUALITY OR NOT?",CONT.)

a persons's class rank should reflect the difficulty of the course and "the weighting should be adequate enough to equalize the differences in Student's ability and subject content at different levels.

"This committee has developed a new system which will be effective as of next year. The subject offerings will be classified as Level I, II, III, or IV in decreasing difficulty, each with a varying amount of credits.

If a weighted rank in class was to be implemented, a quality point computations are accumulated, not averaged, from year to year for the class rank.

All the students at Haverhill High School are grouped according to their various abilities in the various subject matter areas. In order to make Honor Roll status more truly significant of real "Honors Work" the following procedures have been established:

1. Grade Points: At Haverhill High School the following numerical grades are entered on permanent record cards and report cards:

For superior work- 95 or 90
For good work- 85 or 80
For average work- 75 or 70
For conditional

work- 65

For failure- 60 and below
(in multiples of 5)

Grade points have been assigned to these grades:

Grade	Grade points
95	4.0
90	3.5
85	3.0
80	2.5
75	2.0
70	1.5
65	1.0
60	0.0

Group Levels: All students at Haverhill High School have been assigned to one of four

group levels in each subject area. These group levels have been assigned group level values as follows:

Advanced Placement or
High Honors-2.5
High-2.0
Middle-1.5
Low-1.0

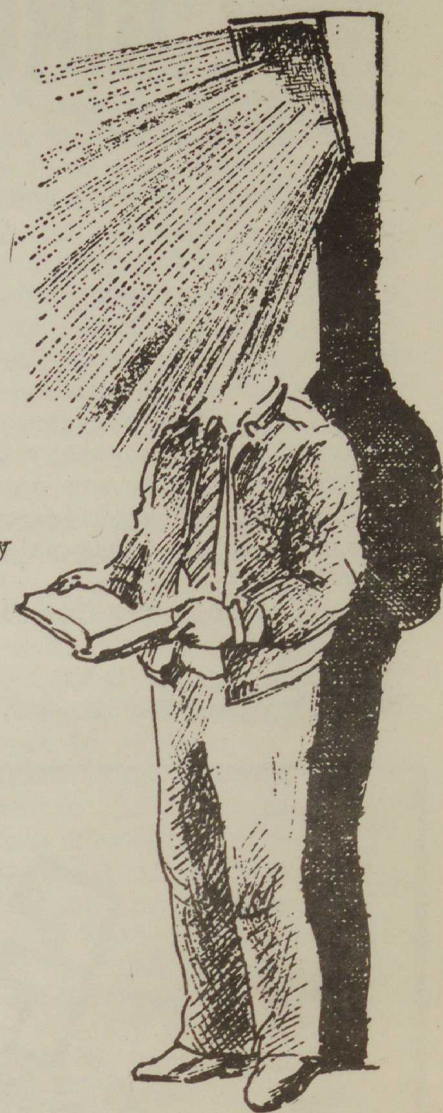
Subjects carrying one half-unit credit are assigned no group level value; therefore they receive grade points only.

Quality Points: In order to compute the quality point value of a student in a subject one must multiply the grade point value by the group level value to which the pupil is assigned. The total of all such products is equal to the total quality point score of the student. Total quality point scores will form the basis for Honor Roll Status.

Honor Rolls: It is possible for Haverhill High School students to earn a rating in one of four "Honor Status" groups: A. Distinction-highest honors. Students having earned a minimum total of 30 qualitypoints with no grade less than 80. B. High honor roll. Students having earned a minimum total of 22 quality points with no grade less than 80.

Honor roll: Students having earned a minimum of 18 quality points with no grade less than 70.

On a motion by Mrs. McBreen early in 1974, a survey of neighboring school systems was taken to report methods of determining rank in class. The percentage of students from Lynnfield, Lynn Classical, Swampscott, Salem, Marblehead and Masconomet entering four year colleges is nearly double that of Peabody, yet they have adopted an unweighted rank in class. However, all six have excellent guidance personnel



who place students in courses according to their ability. Only students in accelerated courses of study appear on the honor roll. The four school systems which employ weighted class rank are Danvers, Hamilton-Wenham, Haverhill, and Saugus.

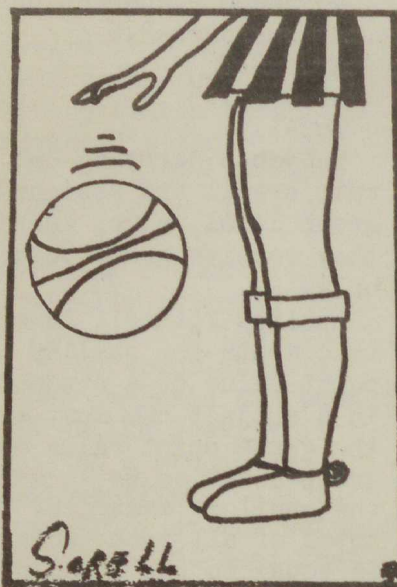
No unanimous opinion over the merits of a weighted class rank among the school committee members and the administration predominates. Therefore, students of Peabody High School should make known their opinions, for when pupils and parents purposely pursue an issue, the School system will respond.

GIRLS J.V. BASKETBALL

by Carol Doherty

The junior varsity got off to a slow start by losing their first two games of the season, but won their next three, before dropping their last two to Haverhill and Medford. Since key players were called up to the varsity, the J. V.'s are in the process of rebuilding and filling in those vacancies.

High scorers are Captain Beth Maguire and Grace Mushrush. Grace, Beth, Karen Bergin, Bev Carnes,



Debbie Mazzola, and Pam Keating play great two-way ball. With good height and rebounding strength are Mary Dumas, Suzanne and Cindy Karolides. Keying on offense are Beth Bolton, Helen Scangas and Maureen Blodgett.

"The girls are all fine athletes and really enjoy the game," said Coach Talkington. "Although their record doesn't show it, they are a good team and will provide a solid foundation for future varsity teams."

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("OPEN CAMPUS?" CONT.)

presented. Whatever plan the Student Council does come up with must be presented to the school's administrators. Parts of the plan which can be implemented immediately probably will be, but the Student Advisory Board will present anything that needs the approval of the School Committee to the Committee members.

Two proposals that are now before the Student Council should be put into action no matter what happens. They are: the utilization of the closed circuit television station and newspaper, and the publication of a monthly newsletter to the student body to open the lines of communication, something which is sorely lacking in our school. Perhaps if communication had been better, the strike of Nov. 8 could have been averted.

The employment of a security guard to prevent the vandalism which occurs at P.V.M.H.S. was discussed Jan. 14 by the Student Advisory Board and the School Committee. Because this is a budget item, the School Committee must approve it. Employment of a security guard has been presented to the School Committee in the past few years, but at the Jan. 14 meeting, Advisory Board members were told that the matter should undergo further discussion.

Members of the Student Advisory Board attended Masconomet Regional High School for a day, and two representatives of the Student Council went to Haverhill High School, for the purpose of observing an

open campus program in different schools. A common reaction expressed by both groups was that even though Masco's and Haverhill's open campus programs have been running for a few years, they still have faults, faults which the students themselves could correct. Let's hope that we, the students of P.V.M.H.S., can make our open campus program work, because it will be to our advantage and our responsibility.

open files

The following article appeared in the December 2, 1974 issue of Newsweek.

In many schools across the nation, teachers and administrators were as busy as wartime diplomats preparing to destroy classified files or the approach of the invading enemy. Confidential reports on students at all levels—elementary, secondary and collegiate—were the object of intense scrutiny and sometimes marked for destruction. The reason: the Family Educational Rights and Privacy Act of 1974 has become law. The new act, sponsored by New York Senator James L. Buckley, provides that parents of elementary and secondary pupils, and the students themselves in higher education, shall have the "right to inspect and review any and all official records, files and data directly related to (them)." (CONT. ON PAGE 8)

Any institution that refuses to produce such files within 45 days of a request will lose all Federal aid.

At the heart of the furor were some intricate questions that neither the schools nor the Congress had foreseen. Are colleges now required to let students see the confidential statements sent in by their parents—whether the parents agree or not? How about letters of recommendation? Will the end of assured confidentiality mean schools can no longer rely on candid written evaluations of students so valuable to the admissions process? Are parents to be granted automatic access to reports on conversations between students and their high-school counselors? The Department of Health, Education and Welfare was deluged with cries for help, but had little to offer. "The law was very hastily presented, with no public hearings," explains Thomas S. McFee, the HEW official who must administer it. "We're really starting from scratch."

RIGHT TO KNOW: The basic premise of the Buckley Act is that citizens—including students—have a right to know about information that has been accumulated about them. A teacher's casual comment—"Richard came to class today glassy-eyed; I assume he's using drugs" can plague a student throughout his schooldays and on into the job market, even though Richard may in fact have had a bad cold and nothing else.

Most educators support the student's right to re-

(OPEN FILES, CONT.)

sonable access to records, but many are afraid that the law's ambiguities will do more harm than good to the cause. "In the files are comments students make to advisers, some of them quite sordid information about parental relationships and condition's at home," explains district superintendent Dr. Paul Treatman of New York City. "If the parents get to see this, it might well exacerbate the child's situation at home. Some things belong in confidential files."

For colleges, the primary concern was confidential recommendations. Many college officials hastily removed them from files students might see. As a result, Harvard was promptly slapped with a suit by graduate students who want the files alone. School principals scrambled to get psychiatric and medical reports out of their records. And some administrators decided to do nothing at all, hoping that by January, when the first requests must be answered HEW or Congress will have solved the problems. Their patience may be rewarded, for Sen. Claiborne Pell, chairman of the subcommittee on education, is pressing for later deadlines to allow for further hearings.

Meanwhile, interestingly enough, school officials report that far fewer parents and students than expected asked to see the records during the law's first week in force. Some public-school officials think parents just don't yet know about the law - and they hope, frankly, that they don't find out.

But Bryn Mawr student-government president Susan Herman has another explanation. "A lot of people had the visceral reaction at first that access to everything was terrific," she explains. "But on second thought, they aren't so sure they really want to see their mixed reviews."

TEENAGE RUNAWAY

by Linda DiSalvo

Hassles at home, drug addiction, problems with family and pregnancy are all causes which tempt today's youth to leave home. Many feel that taking off will solve their problems, but in reality, things can only get worse. True, a person can finally live as he pleases, be free enough to do all the things he's been longing to do. He's on the road at last, never having to worry if his grades are passing, or worrying if his parents will know he is high when he comes in late on a Friday night. In all honesty, some people don't know just how good they really have it.

Once a person runs away, things aren't as easy as we might think. He may leave with a hundred dollars in his pocket and when that's gone, where does that leave him? He'll be wondering where his next meal comes from instead of knowing at home there is always a healthy meal to satisfy him. The teenage runaway, usually underage, finds it hard to rent a place to stay and many are forced to

sleep in filthy rat-infested alleys or dirty train station benches. Had he stayed at home he'd always have a place to sleep and a means to keep clean. If this article doesn't convince would-be runaways to stay home, maybe the following statement will: the majority of girls who runaway either turn to prostitution or fall into dead-end jobs for the rest of their lives. Is this what girls who runaway want? To go from man to man and never know real love, or sweat it out in some greasy diner just trying to make ends meet? Many guys become hustlers, petty thieves or remain unemployed.

If many people could only make it in school until they graduate, their lives could be so much more rewarding. Remember, a person does not get anywhere in this world without an education, no matter what they may think.



par avion girl's varsity basketball

by Carol Doherty

Virginie Gery, unlike most students, adores the American high school system. In Tours, her native city, Virginie attends school from 8 a.m. to noon and from 2 p.m. to 6 p.m. The best thing about American schools, claims Virginie, is the freedom of choice of subjects. In France, a member of the administration decides what courses each student will take.

American life is pleasing to this exchange student. Virginie enjoys tennis and dancing. The big dance in France these days is the Rock, a modified Jitter Bug! Here, girls can have their ears pierced, this isn't done in France. Also, Americans wear clogs and platform shoes.

Next summer, Virginie hopes to travel around the U.S. Her plans for the future? "If I stay here, I'll be a nurse. If I return to France, I'll be a stewardess so that I can visit this country."

Although she likes most aspects of American life, Virginie misses one thing badly: French cooking. But, can we blame her?

The girls' basketball team is finding it difficult in their first year in the Greater Boston League after finishing second in the Essex County League last year with an 8-4 record. Plagued with injuries and trying to rebuild after losing most of last year's team; the team is currently 1-6 in league competition.

The high scorers on the team are Captain Debbie Terenzoni and Carol Doherty.

The team relies on Chris Newhall, Sue Mapes, Robin Chandler and Anne Noone for their defensive ability. Kelley Daley, Kathy Mahalaris, Joanne Sheehan, and Sue Rae are the team's rebounders. The team should improve in the second half because the team will play more games at home and has gained valuable experience from the first half.

Remainder of Schedule

Jan. 31 at Somerville

Feb. 4 Chelsea

Feb. 7 Haverhill



(Girl's Varsity basketball players in practice)
Gershaw photo.

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NOTE: Sources for the article on class ranking by Diana Fessenden (pgs. 4 & 5) were obtained from the Haverhill School Department files.

S.S.C. SUMMER SESSION



DIVISION OF CONTINUING EDUCATION



The Salem State College Division of Continuing Education announces a summer session for above average high school Juniors. Courses ranging from Principles of Accounting 1 to Sociology are offered by the S.S.C. education dept., and are useful in obtaining 3 to 15 college credits before the student leaves high school.

Eligibility is based on the fact that a student has achieved a minimum of 81 credits at the end of his Junior year in high school,

having the full recommendation of the principal.

The prospective student is urged, however, to take a minimum of courses offered by the program, due to the brevity of the session (July 2 to August 10, 1975) and the cost element (\$81 per course). If interested, the student is reminded to consult his guidance counselor or Mr. Picone, especially if he cannot meet the cost or duration demands.

The advantages of studying at S.S.C are twofold; 1. Over the summer, an eli-

gible Junior may get a taste of what college is like, studying along with Freshman college students and 2. The possibility of a winter session conducted by Salem State College. The winter session allows a student who has acquired 81 credits to study only one required high school course (English 12) while concentrating on his S.S.C college courses. Further information on S.S.C summer and winter programs can be obtained from Mr. Picone or your guidance counselor or you can call; 745-0556, extension 233.

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FR100 Elementary French I
GE101 Weather and Climate

*will begin prior to July 2

GE102 Physical Geology -
GE107 Geography of the United States
HI101 History of World Civilization I
HI104 A Survey of United States History I
MA102 Pre-Calculus Mathematics
MA210 Calculus I
MU101 Survey of Music
PH100 Introduction to Philosophy
PY101 General Psychology
SO160 Introduction to Sociology

klasswork

by Sharon Steiff and Diana Fessenden

apples



The orchard of Brooksby Farm was the only one in the district which produced apples with quite such a glossy redness. Consequently, when farmer Thornton saw Tom, Dick and Harry eating just that sort of apple in the lane which ran by the side of the orchard, he knew just where the apples had come from.

The boys did not notice the farmer until it was too late to run. They stood in front of him, looking innocent, and pretending to ignore the litter of half-eaten apples which had been dropped hurriedly to the ground.

When they were questioned, all three boys denied having raided the orchard. Tom and Harry both accused Dick of being the culprit, while Dick said that Tom was the guilty one. Farmer Thornton could get no more out of them, so in the end he sent them off with terrible warnings as to what would happen to them the next time his Orchard was raided.

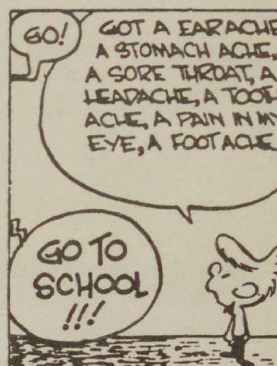
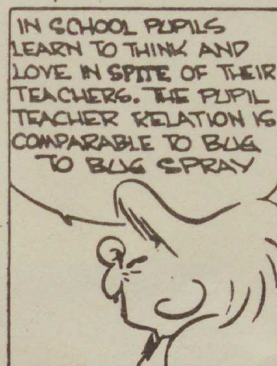
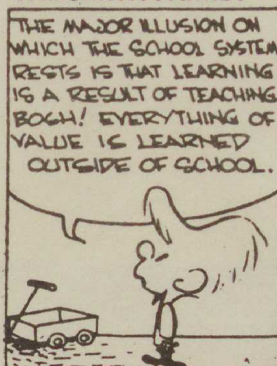
Each of the boys, as it happened, had made one true statement, and one false—except the real thief, who had lied both times.

Who was the guilty one?

ANSWER: (LARRY)

From: Puzzles & Teasers by Nicholas E. Scripture

THE SMITH FAMILY



ANIMAL
WORLD

